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ABSTRACT

This module is part of a competency-based staff development training package which presents a systematic approach to guidance, counseling, and placement. The module acquaints the reader with the history, development, and major issues in the utilization of paraprofessionals. Its main purpose is to help the reader plan, implement, and evaluate a paraprofessional school guidance program in his own setting. The module assists the reader in preparing plans for institutionalizing the paraprofessional position, developing selection criteria, providing training, and arranging for the supervision and evaluation of the work of the paraprofessionals. (SJL)

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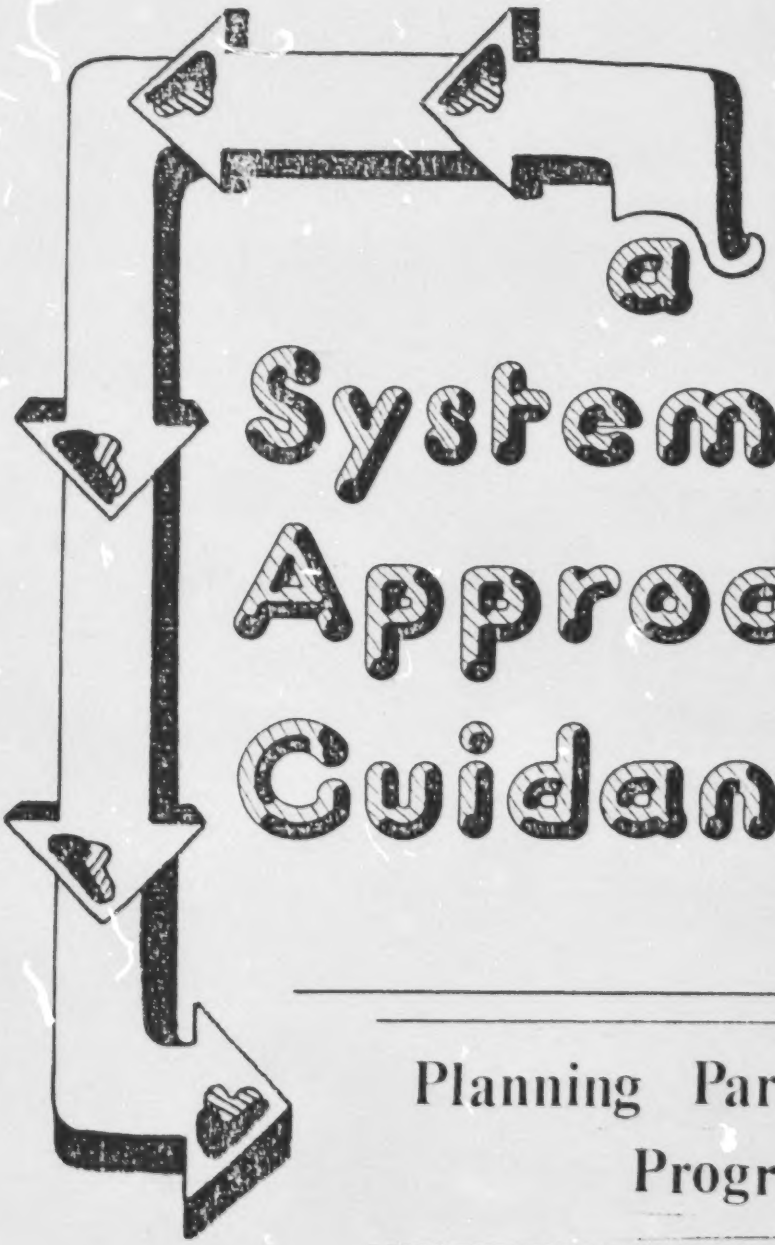

A Systematic Approach to Guidance

Planning Paraprofessional Programs

2

AN ESEA TITLE III PROJECT
A COMPETENCY-BASED STAFF DEVELOPMENT TRAINING PACKAGE
MESA PUBLIC SCHOOLS ››› DR. GEORGE N. SMITH, SUPERINTENDENT

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Mesa Public Schools in cooperation with
The American Institutes for Research

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TABLE OF CONTENTS

	PAGE
FOREWORD	i
INTRODUCTION	1
Overview.	1
Flowchart	2
Module Goal and Objectives.	3
Module Outline.	5
Pre-Assessment.	6
Audio Visual Introduction	10
INITIAL ACTIVITY	11
INITIAL READING - TEXT	12
SIMULATION	42
Case Study I: Longwood High School	43
Case Study II: Creekside Elementary School	47
IN-DEPTH STUDY AND PRACTICE	50
Suggested Readings.	51
Readings Cross-indexed by Publication	53
Additional Materials.	53
APPLICATION/POST ASSESSMENT.	55
REFERENCES	67
APPENDIXES	71
A - Coordinator's Guide	71
B - Tape-slide Script	93
C - Descriptions of Staff Training Modules.	97

FOREWORD

This module was developed as one of eight dissemination packages which were being prepared under an E.S.E.A. Title III project. The Mesa Public Schools worked in concert with the American Institutes for Research (AIR) in this Title III project.

It should be noted that what is being presented here is information on Mesa's on-going long-range project in career guidance, counseling, placement and follow-up; funded not only by Title III but also by Vocational Education Part D Exemplary and District funds. A key element of this project has been the designing, field testing and final production of staff development training packages.

The specific participation of E.S.E.A. Title III comprises an integral part of the total process for orienting counseling services toward specific student outcomes in an accountability model. Title III is housed in the Arizona Department of Education under Mrs. Carolyn Warner, Superintendent of Public Instruction. The Title III staff is directed by Fred J. Sughrue and the consultant assigned to this project is Jesse Udall, Education Program Specialist.

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INTRODUCTION

OVERVIEW

This "module" is part of a package which includes the following:

- Coordinator's Guide - Appendix A
- Tape-slide introduction
- Flowchart to the comprehensive approach
- Module goal and objectives
- Instructional materials (module)
- Group activities
- Simulation activity
- Application procedures
- Pre- and Post-assessments
- Further references

Packages are designed so that you may work at your own pace but should not take over 20 hours to complete.

The module itself contains the flowchart to the comprehensive approach, the package goal and objectives, instructional materials, and group activities. The flowchart defines the four major phases of the comprehensive approach to developing guidance, counseling, and placement programs and how they relate to each other.

START

THE COMPREHENSIVE APPROACH TO DEVELOPING GUIDANCE COUNSELING AND PLACEMENT PROGRAMS AND RELATED COMPETENCIES

FLOWCHART

PLANNING COMPETENCIES

1. Orient to the four areas of the comprehensive approach, define philosophy, purposes, and target groups.
2. Design, conduct, & report current status assessment
3. Design, conduct, & report desired outcomes assessment (needs assess.)
4. Identify new program needs, write program goals and student objectives (outcomes,) evaluate

CONTEXT EVALUATION

STRUCTURING COMPETENCIES

1. Specify program participants and objectives for immediate programs, indicate target groups and skill levels required to achieve objectives of program
2. Determine format design; list possible available program procedures and materials, choose most appropriate procedures and materials
3. Develop programs based on previously identified goals and objectives, provide for the development, critiquing, and editing of program products

INPUT EVALUATION

MAY NEED TO RETURN TO

PLANNING COMPETENCIES AREA

DECISION-MAKING COMPETENCIES

1. Design, conduct, and report product evaluations
2. Determine costs, relate costs to effects, and summarize and display cost effectiveness ratios
3. Design, conduct, and report studies that identify the most cost-efficient procedures and programs
4. Design, conduct and report cost-benefit studies
5. Make decisions related to necessary future programs and changes in field-tested programs, and communicate these decisions and rationale

STOP
or re-enter cycle at appropriate point

IMPLEMENTING COMPETENCIES

1. State implementation objectives and strategies
2. Select implementation staff and initiate staff development activities
3. Prepare pilot and field test sites, and implement programs
4. Determine additional staff competencies needed for which training will be needed

PRODUCT EVALUATION

MAY NEED TO RETURN TO

PLANNING COMPETENCIES AREA	STRUCTURING COMPETENCIES AREA	IMPLEMENTING COMPETENCIES AREA

PROCESS EVALUATION

MAY NEED TO RETURN TO

PLANNING COMPETENCIES AREA	STRUCTURING COMPETENCIES AREA

NOTE:
Highlighted area(s) indicates competencies presented in this module.

The preceding diagram illustrates the parts of the comprehensive approach you will be learning about in these staff development packages. Each of the packages helps the reader to develop one or more of the competencies listed. The general purpose of this module and the specific outcomes that you should achieve through it are summarized below through the goal statement and package objectives.

MODULE GOAL

The main purpose of this module is to help you plan, implement, and evaluate a paraprofessional school guidance program in your own setting, by acquainting you with the history, development, and major issues in the utilization of paraprofessionals.

MODULE OBJECTIVES

When you have completed this module, you will be able to:

Page	
16 - 19	1. State, in writing, the general nature of the model for paraprofessional services you will use to plan paraprofessional programs in your own setting, and give a rationale for your choice. Your statement will include a discussion of the three major dimensions of the model you choose, as well as a brief description of the type of people you will seek and whether or not you expect to pay them. Your rationale will include the needs in your setting which you feel a trained paraprofessional would be especially qualified to fill.

19 - 24 2. List the types of tasks paraprofessionals in your setting will be responsible for accomplishing. Your statement will include, where appropriate, an indication of the student outcomes to be achieved for each type of task.

25 - 28 3. Prepare a plan for institutionalizing the paraprofessional position in the organization you represent. Your plan will list your recommendations for addressing five major concerns:

a) initial and continuing funding for the position
b) client and staff cooperation with paraprofessionals
c) participation of institutional, community, and client members in program planning and operation
d) the selection and preparation of counselors for the role of paraprofessional trainer and/or supervisor, and
e) provision for paraprofessional career mobility.

28 - 31 4. List the selection criteria you will use to choose individuals to fill paraprofessional positions in your setting in terms of the competencies required of the applicants, and state recruitment strategies you will employ to solicit applications for these positions.

32 - 35 5. Prepare a plan to provide paraprofessionals in your setting with the training they will need. Your plan will include information on how you will determine the amount of orientation the paraprofessional will need, the relative amounts of pre-service and in-service training you will provide, and how you intend to provide it. Orientation and training activities will be briefly described.

36 - 40 6. Prepare a plan for supervising and evaluating the work of the paraprofessionals who will be employed in your program. Your plan will discuss the criteria and methods you will use for supervision and evaluation, the frequency of the supervision/evaluation interactions you will recommend, and the general points you will consider to promote the satisfaction of both paraprofessional and professional.

MODULE OUTLINE

Approximate Time	Activity
1 hour	Introduction. You take the pre-assessment and view a tape-slide presentation. Next, you engage in a brief activity. Then the coordinator will talk about the activity and explain the structure and purposes of the module. Questions and group discussion are included.
1 hour	Initial Reading. Read the text, which outlines important considerations in planning paraprofessional programs and presents basic information. Questions and discussion follow.
1.5 hours	Simulation. This activity gives you a chance to practice paraprofessional program planning in either an elementary or a secondary setting.
3 hours	In-Depth Study. You extend your knowledge through additional reading and discussion with other participants.
5 hours	Application/Post-Assessment. Here is where you demonstrate that you have achieved the objectives of the module. You produce actual plans for a paraprofessional program, using discussion with other participants if you wish and information from your reading.
30 minutes	Wrap-up. The workshop coordinator will sum up the module and will point out additional sources of information. Any final questions will be resolved. The coordinator will evaluate as many Post-Assessment documents as possible and arrange to communicate the rest of the results of his evaluation to you as soon as possible.

PRE-ASSESSMENT

The questions that follow are designed to give you an idea of the instructional content of this module so you may determine:
1) whether you wish to continue working on the module; and
2) whether you want to skip certain sections of it. Each question relates to one or more of the module objectives. The pages of the text that present the information required to answer the questions are indicated after each question.

Try to answer each question and check your work using the answer key provided. Then if you feel the module or certain sections of it will be of benefit to you, continue with the tape-slide presentation.

1. Three models may be used to describe the paraprofessional position in currently operating programs. In front of the six tasks listed below, place a letter to indicate the model of the paraprofessional position in which it is most likely to fit. (pp. 16-19)

Use "A" to indicate the aide model.
Use "S" to indicate the specialist model.
Use "NP" to indicate the new professional model

No task as stated is likely to fit within more than one model.

_____ a. Recording student test results in cumulative folders.

_____ b. Conducting small group freshman orientation sessions.

_____ c. Contacting local employers about job openings and making this information regularly available to students.

_____ d. Tabulating results of local research.

_____ e. Conducting home visits for an "outreach" program to the minority population of which he is a member.

_____ f. Assisting students to prepare for job interviews by using role playing techniques.

2. The types of tasks which a paraprofessional performs should be determined <u>most</u> directly by which two of the following? (pp.19-24)

_____ a. Program needs

_____ b. Staff needs

_____ c. Financial needs

_____ d. Student needs

_____ e. Curricular needs

3. In front of the fourteen items for consideration listed below, place a letter indicating whether it is most likely to occur in the phase of: (pp. 25-40)

"P": planning for institutionalizing a paraprofessional position
"R": recruiting and selecting a paraprofessional candidate
"T": training a paraprofessional
"S": supervising and evaluating a paraprofessional

The term paraprofessional is also intended to include paraprofessional candidate where appropriate in items below. Some tasks as stated are likely to fit within more than one phase.

_____ a. Emphasizing a paraprofessional's unique individual attributes

_____ b. Holding counseling sessions with the paraprofessional

_____ c. Selecting an individual who is sympathetic and enthusiastic about the idea of working with paraprofessionals

_____ d. Avoiding focus on irrelevant paraprofessional characteristics

_____ e. Observing (by the paraprofessional) a counselor conducting a group guidance session with students

_____ f. Obtaining funds for the paraprofessional position

_____ g. Acquainting guidance staff with the paraprofessional's intended role and functions

_____ h. Giving scheduled feedback to the paraprofessional

_____ i. Planning for community involvement in the operation of the guidance program

_____ j. Measuring a paraprofessional's skills against standards in various areas

_____ k. Introducting the paraprofessional to the staff with whom he'll be working

_____ l. Dividing tasks between counselors, clerical staff and paraprofessionals

_____ m. Considering the paraprofessional's career growth opportunities

_____ n. Giving immediate feedback to the paraprofessional

1. A a.
   NP b.
   S c.
   A d.
   S e.
   NP f.

2. Correct answers are a and d.

3. R,T,S a.
   T,S b.
   T,S c.
   R d.
   T e.
   P f.
   P g.
   T,S h.
   P i.
   R,T,S j.
   R k.
   P l.
   P,R m.
   T.S n.

ANSWER KEY

PRE-ASSESSMENT

AUDIO VISUAL INTRODUCTION

This package or module, "Planning Paraprofessional Programs," includes an audio cassette and slides to introduce you to this phase of the staff development series. We suggest that you and any other individuals who are considering working on this package first take a few minutes to view and hear this presentation. The tape is playable on any cassette recorder. The slides are also standard and numbered in the order of appearance. An audio cue ("beep") indicates the points at which you are to advance to the next slide. Begin with the title slide in the projector gate.

In the event the tape-slide is not available, you may read through the tape-slide script which is located in Appendix B. This will give you a quick overview of the contents of the module.

INITIAL ACTIVITY

Your Group Coordinator will now introduce you to the initial activity of this module.

The goals to be accomplished involve the use of cards which have printed on them tasks appropriate to counselors and para-professionals. You are to receive the Task Cards from the Coordinator and follow the directions given.

In the event you are working through this module alone, or without the benefit of a group and/or Group Coordinator, you will find a list of the tasks and detailed coordinator directions in Appendix A.

INITIAL READING-TEXT

PLANNING PARAPROFESSIONAL PROGRAMS

Paraprofessionals: what are they?

Paraprofessionals defined

"Paraprofessional" is the general name we will use in this module for the growing number of people who play specific, limited roles within the "helping" professions, such as health care, education, mental health services, and guidance and counseling. The great majority of paraprofessionals are people without formal professional credentials. However, many have valuable skills which are not commonly emphasized in professional training programs, or which fit precisely the particular, limited needs of a local program or clientele. In general, paraprofessionals work under the supervision of professional personnel, performing functions in which the needs of the program, the needs of the program's clients, and the abilities and interests of the paraprofessional match.

Paraprofessionals' titles

Paraprofessionals play many roles and are called by many names. Within the guidance and counseling field alone, paraprofessionals are referred to as guidance aides, support personnel, guidance technicians, peer counselors, counselor assistants, guidance interns, occupational specialists, "librarians," and a multitude of other titles. The functions of paraprofessionals also range widely: some serve primarily clerical and organizational roles; others have public relations, resource gathering, data gathering, and testing as

their main functions; and still others perform interviewing, screening, referral, and counseling functions, or perhaps combinations of these.

The paraprofessional "movement" began in the early 60's as a response to growing awareness of several factors. First, it becamse obvious that many needs of the consumers of helping services were not being met by current practices. Minorities and lower income people in particular found services in the areas of health, education, corrections and rehabilitation, and mental health to be inadequate. Examination of consumer needs led to exploration of different ways of meeting them. What kinds of needs existed? What characteristics or skills did personnel in the helping professions need to fulfill them? It became apparent that professional credentials were frequently not the entire answer. Often the answer might be, "skills in a language other than English," "background similar to the client's," or "administrative and clerical skills."

Why paraprofessionals came about

1) to improve services

Second, increasing awareness of people's needs made evident the critical shortages of personnel to meet them. In 1967 the Department of Labor estimated that in the early 1970's approximately one third of elementary and secondary counselor positions would go unfilled due to lack of credentialed personnel. One solution to this shortage was to reexamine the normal tasks of counselors and the skills needed to perform them. Perhaps many tasks could be performed by personnel without counseling credentials, thereby freeing

2) to increase services

counselor time for other types of tasks. Also, perhaps some tasks could be performed better by people without credentials, but with specific skills and characteristics which filled particular needs.

Third, the social unrest of the sixties increased the demand for training and employment opportunities for the poor and minorities. Not just jobs, but secure jobs in which income, service, and self-respect could be maximized were demanded. Paraprofessional programs provided one possible direction for meeting this demand.

3) to provide jobs for the disadvantaged

The junction of these three types of pressure in the 60's stimulated the increase in paraprofessional positions. Fundamentally the use of paraprofessionals was and is now--or should be--a response to the needs of the clients, and therefore the needs that programs have in order to serve their clients. The skills or characteristics which meet those needs may exist in people of widely different types. Ethnic and socioeconomic background, educational level, and age in relation to client are all variables in which paraprofessionals cover the entire spectrum.

People who are paraprofessionals

People of all races and income levels fill paraprofessional positions. The use of paraprofessionals who match their clients in ethnic or socioeconomic backgrounds(often referred to as "indigenous personnel") sometimes meets special community needs. For example, in minority neighborhood programs the paraprofessional may be most useful if he is also a member of that minority, and can effectively represent the program

"indigenous personnel"

and communicate knowledge of its aims and services to a community which may feel removed or distrustful of that program. A career resource center in a school of predominantly black students might service its population best if run by a black member of that community, one who understands the factors that affect students' personal lives as well as understanding the activities of the center.

Paraprofessional characteristics

The educational level of paraprofessionals ranges from high school non-graduates (current students or dropouts) to persons working in graduate level counselor training programs, or rarely even certificated counselors. In many programs

Education

educational qualifications have become less important in selecting paraprofessionals than demonstrated competencies, or the ability to quickly learn such competencies. Similarly,

Age

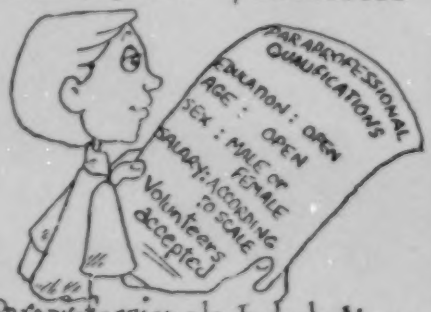
the relationship of the paraprofessional's age to the client's age has varied widely, from the high school student who is acting as a peer counselor for other students at both secondary and elementary levels, through the adult who is helping young students or other adults of all ages in making career decisions, to the person of middle years or older who is using wide life experience as a basis for a career in a helping profession. Currently most paraprofessionals are women, though

Sex

there is nothing inherent in the work to cause this to be so.

Volunteers

A large percentage of paraprofessionals are volunteers, particularly when they work directly with students.



Paraprofessionals Include Many

Models of Paraprofessional Positions

Three basic models of the paraprofessional position may be derived from current literature relating to paraprofessional programs. Each of these models is a generalization of the kinds of needs paraprofessionals have filled in different guidance programs. In all three the paraprofessional is responsible to the counselor and acts under his general direction; but the paraprofessional's role varies on three basic dimensions. These are:

1) types of tasks
2) relationship to the counselor, and
3) benefits to the program

Model dimensions

The first model might be called the "aide model." Here paraprofessionals' tasks are relatively simple, often in the area of information gathering and organization. They tend to work more with things than with people. They are usually under immediate direction of the counselor, both in what they do, and in how they do it. For instance, paraprofessionals may be responsible for tracking down information on a specific student at the counselor's request. Or they may tabulate the results of standardized tests as the counselor specifies.

Aide model

The chief benefits to the program arise since counselors' time is freed to devote to the main task they are trained for: working on a personal level with individuals and groups.

The second model can be termed the "specialist model." Here the paraprofessional is responsible for a specialized, integrated set of tasks to fulfill one general function of the guidance and counseling program. Often this function is one

Specialist model

which may not be systematically implemented without a specific person to do so: for instance, an "outreach" operation designed to serve school dropouts. Paraprofessionals in this model are likely to deal more with people than those in the aide model, and are generally not under such immediate counselor direction. Rather, the direction is general and occasional, such as, "Routinely contact employers to secure placement opportunities."

The usual benefits accruing to the program out of this paraprofessional role model are the accomplishment of functions which otherwise might not get done systematically or at all. Paraprofessional responsibility for a limited, specific portion of a guidance program insures that important functions will not get lost in the counselor's busy day-to-day load of responsibilities.

New professional model

The third model is exemplified most clearly by peer counseling or indigenous counseling programs. Such paraprofessionals have been referred to in some literature as "new professionals," and we will use the term here. The "new professional model" implies that the professional and the paraprofessional form a team whose immediate objectives are the same and whose methods are equivalent. Both work directly with people to a large extent. Both call extensively upon their human relations skills in order to help clients with their problems. The difference between the professional and the paraprofessional in this model is usually in the kinds of skills they possess, rather than their goals. For instance,

the paraprofessional may be able to speak the language or dialect of the client which the professional cannot. Or a student "peer counselor" may be able to communicate great empathy to a student client, since in many ways he is "in the same place."

The paraprofessional in this model is likely to work closely with the counselor, even more closely than the aide does, but for a different reason. The paraprofessional's functions here are more complex than the aide's, and likely to include direct contact with students and their immediate needs rather than program needs. This degree of personal contact with clients--requiring a group of skills in which counselors are extensively trained--means that counselors and paraprofessionals can learn a great deal from each other. Counselors can offer their knowledge of counseling theory, their experience, and their familiarity with the educational system to the paraprofessional, while paraprofessionals can offer their knowledge of the clients and client needs to the counselor. This relationship is perhaps closer to consulting than to the supervisor/supervisee relationship of the other two models, though, of course, final responsibility for client welfare remains with the counselor.

The benefits to the program from this type of paraprofessional are of two major types: first, a potential reduction in the case load for counselors; and second, a potential increase in the quality of service rendered to some or all clients. This model is naturally the most controversial of

the three. Not only do the paraprofessionals' functions most closely approach the functions which counselors often feel (with justification) they are uniquely qualified to perform, due to their training and experience, but also the use of this model forms a countertrend to the professionalization of the counseling field which counselors have been struggling over recent years to solidify. Also, if the paraprofessional comes from a very different subculture from the counselor's, possible communication problems between them could tend to affect clients more in this model than in the other two. On the other hand, if such problems arose and proved to be soluble, the benefits to the client, counselor, paraprofessional, program and community could be tremendous.

Issues concerning the new professional model

Questions of credentialing and of the legality of some paraprofessional functions also arise. Suggested readings later in the module will cover these subjects in some detail.

Legal questions

The Paraprofessional Role

The growing use of paraprofessionals is not confined to educational areas. Paraprofessionals have functioned in such areas as antipollution enforcement; fire protection; general administration; health and hospital services; housing codes and inspection services; libraries; police departments; recreation and parks; sanitation; urban renewal; and welfare services. The broad range of their functions has already been mentioned. Because their skills are often specific and limited, paraprofessionals sometimes cross the lines of helping professions with little difficulty. For instance,

Areas of paraprofessional service

Transferable skills

maintaining a resource center for clients or recording data from an initial interview are functions that can be transferred from a guidance setting to a nursing setting to a recreational setting, usually with minimum extra training.

Need to define paraprofessionals' role

Not all authors agree that the guidance paraprofessional's role should be defined very specifically in advance. Some feel this limiting of role places unnecessary and undesirable restrictions on the functioning of the paraprofessional. They feel that limitations on function may not allow for individual differences among people working as paraprofessionals, nor allow their roles to evolve naturally as their competencies mature. On the other hand, differentiating the tasks counselors perform from those paraprofessionals perform makes clear the kinds of skills which paraprofessionals are expected to have in a particular setting. Such clear expectations greatly facilitiate the process of selecting and training paraprofessionals and of defining for them their role within a guidance program. It is always possible to alter the description of the paraprofessional role as their skills and the program develop and change. Understanding the intended role of paraprofessionals and carefully planning how they will fit into the guidance staff can reduce frustration and greatly increase chances for a successful experience on the part of both staff and paraprofessionals.

Para professionals' tasks

A list of tasks from the American Personnel and Guidance Association Statement on Technical and Nontechnical Roles for Support Personnel (Zimpfer et al, 1971) is reproduced on

the next page. A more complete explanation of these tasks may be found in The Personnel and Guidance Journal, April 1967, pp. 858-861.

Items from the APGA Statement on Technical and Nontechnical Roles for Support Personnel

Clusters and Items
Interview client
Give prepared information
Explain counseling
Put client at ease
Cluster: individual interview
Discussion leader
Information resource
Recorder in group
Observer in group
Put group at ease
Information and support to former counselees
Outreach activities
Cluster: group discussion
Testing
Get and maintain work information
Contact others for records
Find information resources
Prepare information for use
Find referral spots
Information about former counselees
Audiovisual operator
Cluster: indirect help

Clusters and Items
Seek referral sources and contact
Plan specific referral
Aid individuals in referral process
Cluster: referral
Develop placement possibilities
Help individuals in unusual cases
Survey placement trend
Find new placement sources
Get follow-up data
Cluster: placement and follow-up
Collect, analyze data
Prepare supplies
Make reports
Keep records
Supervise personnel
Cluster: program management
Define support role
Evaluate support work

This list focuses on tasks suggested for paraprofessionals at the secondary level. Different tasks and approaches may be needed within each cluster at the elementary level. For instance, paraprofessionals might be responsible for escorting younger students to and from counseling sessions. Or their tasks within the placement cluster may not be focused as much on occupations as on a wide placement perspective which includes educational and personal-social development as well as vocational planning.

Differing tasks at elementary level

Other tasks which guidance paraprofessionals have performed are listed in other functional summaries which you will be encountering in later reading. Such tasks have included:

Other tasks

1) informing teachers, administrators and parents of upcoming guidance program activities or other information
2) scheduling student appointments with counselors
3) visiting homes of problem students to identify factors which might be causing problems
4) interviewing college representatives
5) putting together bulletin board displays
6) interpreting for the counselor the community in which the school is located, its language, and its customs
7) typing, filing, mimeographing, dittoing, or Xeroxing; operating key punch and sorter
8) doing local research on students and community

Needs of students and programs will vary from setting to setting; therefore, the model appropriate for one paraprofessional position may not meet needs in other settings at all.

A model should meet needs

The key to planning the paraprofessional's role is deciding what needs exist in a particular setting, including those needs already being filled by current staff members, and then deciding which of these needs may appropriately be filled by a paraprofessional. The necessary guidance functions identified in this way provide the framework for specific tasks which may be divided among all the guidance program staff. The assignment of tasks among counselors, paraprofessionals, and clerical staff members can then be made on the basis of a thorough understanding of what is to be accomplished. Once the most appropriate model for the setting has been identified, the description of the paraprofessional position in that setting can be developed in terms of tasks, and the skills and characteristics needed to best accomplish those tasks.

Task assignment

For example, if the needs in one setting include establishing regular group counseling sessions, it may be that screening students by pre-established criteria is one of the tasks which is assigned to a paraprofessional. In this case the appropriate skills and characteristics needed by a paraprofessional might include:

One need and its relevant skills

1) ability to perceive how student meets criteria, such as age, sex, general nature of problem for which student seeks counseling (personal, vocational, etc.)

2) ability to understand student's schedule and make appropriate appointment

3) ability to fill out report on typewriter

4) ability to start and maintain file on student

5) ability to answer student's general questions about counseling groups

6) ability to project warmth and empathy in order to put student at ease as much as possible

Planning for Institutionalizing the Paraprofessional Position

We believe the most successful experiences with paraprofessionals occur where the most careful planning for their positions has taken place. After the basic model for the paraprofessional position has been selected, there are five general areas in which planning decisions regarding the paraprofessional position need to be made.

Funding

First, if the position is to be a paid one, the possible sources for initial and continued funding should be considered. Local district funds or funds from another local agency or group may be available. If not, perhaps federal or state funding may be available. These are generally short-term funds, however, and if the paraprofessional is to be of permanent value, plans for seeking permanent funding should be made.

Planning to achieve a "fit" between paraprofessional and position

Second, a plan for the orientation of both paraprofessional and guidance staff should be considered. The match between the paraprofessional and the position is vitally important to the individual's successful functioning. The entire staff and the paraprofessional need to know what to expect from each other, and need to have an opportunity to have questions answered and anxieties settled. If input from each concerned staff member is sought and used in developing the role and tasks of the paraprofessional, most concerns in this area can usually be dealt with during the initial planning process. The paraprofessional's orientation to his or her role will begin during the selection process, where both

candidate and employer are trying to determine how well the person's abilities and the requirements of the position fit together. But in addition, it is important that the staff and candidate meet and have opportunities to interact before actual hiring. The personal component of a working relationship is important. Respect of the staff and paraprofessional for one another forms the foundation for cooperative, effective job performance. It is also important for students to be acquainted with the paraprofessional and aware of the services he provides if he is to serve them effectively; this concern is probably best dealt with at the time the paraprofessional begins work, but planning should occur earlier.

Including staff, students, and community in the program

Third, plans for participation by counseling staff, paraprofessionals, students, and community representatives in the planning and operation of the program should be made. One of the great problems of helping professions recognized in the 60's was the tremendous lack of adequate communication among all of those involved in or affected by a program. It is essential that programs be based on the widest possible knowledge of the needs of clients and of the community at large. The acceptance of a program by students and community may determine the effectiveness of the actual services it provides. The input of paraprofessionals, particularly into their own role definition and within areas of their special knowledge, should also be treated as important if they are to benefit students, the program, and themselves. For instance, indigenous people should be able to affect the methods and

style of staff interaction with minority students according to their special knowledge, if that knowledge is to be of genuine value to all involved in the program.

Selecting trainers and supervisors

Fourth, plans for selecting staff to train paraprofessionals should be made, and also for selecting staff to supervise them. These may be, but do not have to be, the same person or persons. The functions of training and supervision are frequently ones in which counselors have little experience or training themselves. The tasks which paraprofessionals will be performing determine the abilities they need to possess, and similarly may suggest the most appropriate people to fill the trainer and supervisor roles. Plans for training and supervision also should include ways in which the normal duties of trainers or supervisors will be covered when they are working with paraprofessionals and should consider the most cost-effective methods of training. Later in the text we will discuss training considerations in more depth; for now we simply wish to point out that training and supervision demand particular skills, time, and money to be accomplished efficiently, and that planning training and supervision should be done beforehand.

Considering the paraprofessional's career mobility

Fifth, consideration of the paraprofessional's career mobility should be made. There is considerable controversy over the best definition of the paraprofessional "career ladder." Some authors feel that the paraprofessional ladder should be terminal: that there are fundamental differences in interests and aptitudes which separate professionals and

paraprofessionals, such as academic abilities and program developmental abilities. Others include the possibility of advancement to the professional level at the top of the paraprofessional's career ladder. All authors concur, however, that full academic preparation should remain a necessary part of acquiring professional counselor credentials.

Career ladder and lattice

The concept of "career lattice" includes the possibilities of both advancement within one setting, and movement at the same level into another setting, as mentioned previously. It is important for the career development of the paraprofessional that the possibilities for either type of movement be examined, to at least some extent. The possibility of advancement in rank and pay is of course a strong motivator for most people. It is only fair to paraprofessionals to consider the possibilities and mechanisms for advancement within the setting and to discuss these possibilities with them before the actual hiring. On the other hand, if funding for the position is uncertain in the future, it is certainly in the paraprofessionals' best interest to consider how marketable their skills may be in other settings.

Recruitment and Selection of Paraprofessionals

Consider the needs; consider the unusual

Since paraprofessionals are usually chosen for specific characteristics and abilities rather than education preparation, active, unusual recruitment procedures sometimes turn up excellent candidates. For example, school graduates or drop-outs who stay around the school may prove to have non-academic abilities which fit perfectly with program and

> "Most paraprofessionals do not have such a colorful history, nor is this a recommendation to establish such criteria for selection. It does show, however, the need for broad thinking in recruiting personnel . . ." (Zimpfer, 1974)

Focusing on relevant skills and characteristics may also help to counter the current massive imbalance between men and women in paraprofessional positions.

Selection complements training

The two factors which enter into making sure the paraprofessional's skill levels are adequate are selection and training, and these two are complementary: those skills an individual already possesses at a sufficient level are those in which he or she will need little training, and those skills needing improvement for the focus of training. Certainly experience in similar activities is one indicator of skill at a particular task. Of course, it is a defensible goal of paraprofessional programs to deliberately seek out persons who are from disadvantaged backgrounds with low skill levels and attempt to raise their skills, if time, money and training opportunities exist. If such people selected for paraprofessional positions are going to need a good deal of training, one of the criteria for selection might be their general trainability. Their skill in tasks similar to those of the paraprofessional position may indicate something about their trainability. Their interest level in the role they will be filling also has bearing.

Selection criteria

More specific selection criteria usually fall within three areas:

1) Human relations skills: listening, communicating, showing warmth and genuiness

2) Clerical and audiovisual skills: typing, letter writing, filing, phone procedures, running slide-tape equipment

3) School and guidance program skills: using facilities, collecting and displaying information, disseminating information, obtaining equipment and supplies from appropriate sources

Human relations skills

A number of measures of human relations skills have been developed. Carkhuff's scales of interpersonal effectiveness, which measure qualities such as degrees of empathy, warmth and genuineness, are perhaps the best known. Other measures of human relations skills will be encountered in your later reading. Several also form the foundations for programs of training in the skills they specify.

Clerical skills

Clerical and audiovisual skills vary in the length of time required for their mastery. If this skill area is to be highly emphasized in your paraprofessional position and training time is limited, then skills such as touch typing which require much training to master (vs. running a mimeograph, which takes relatively little) might be better dealt with through the selection process rather than training.

School and guidance program skills

School and guidance program skills will probably be quite specific to a particular setting: for example, knowledge of terminology and abbreviations used in the school, knowledge of school procedures, and knowledge of who students should be referred to for particular problems. Familiarity with such items is usually the easiest skill area of the three to master.

Training

Training in skill areas

As with selection criteria, training programs may treat skills by dividing them into the three general areas of human relations, clerical, and school and guidance program skills. The areas which should receive the most emphasis in training are determined by the paraprofessional's projected tasks and by the skills he already possesses.

Duration of training

Many approaches to training paraprofessionals have been used in the past decade. Training times have varied from a few weeks to over a year, with different combinations of pre- and in-service training and different depths of orientation.

Pre-service and in-service training

In general, pre-service training means any training up to the point the trainee actually begins functioning on the job. In-service training includes any training after that point, whether the trainee is performing tasks independently or whether he or she is merely observing the routines of an on-the-job trainer. In-service training also refers to training for every new task paraprofessionals undertake at any point in their careers, as well as to scheduled upgrading training for their roles. It is important to realize that any new task paraprofessionals undertake may require some amount of training, and not to assume that simply working in the guidance office means that they are able to perform tasks of other staff members.

Training materials and methods

Methods of training have included the use of professionally packaged materials, of locally developed materials in workshops and on-the-job training, and of related community

college and technical school training. The packaged materials generally fall within the area of human relations skills training, and include efforts by Carkhuff, Ivey ("micro-counseling"), and Danish. These will be described more fully in your later reading. The more complex clerical skills paraprofessionals may perform frequently involve community college or technical school training. This type of training is sometimes available for human relations and school and guidance program skills as well. School and guidance program skills will probably be needed by all paraprofessionals except those with recent experience within the setting.

The trainer's role

Some general considerations apply to the planning of any kind of training program. First is selecting the trainer, as mentioned before. The most appropriate person is the one who has the highest training skills, coupled with the ability to perceive the trainee's needs for information and support during training. Providing support, feedback, and even counseling to the trainee at appropriate times may be among the trainer's most important functions. Another consideration in selecting trainers (and later, supervisors) is their basic sympathy to the concept of paraprofessional utilization. The relationship between trainer or supervisor and paraprofessional will probably be ineffective if trainers are spending much energy battling their own doubts about the paraprofessional or the paraprofessional role, no matter how good their other qualifications might be. In addition to the trainer,

individuals who may participate in training might include the paraprofessional's intended supervisor, other paraprofessionals, and other guidance or teaching staff with whom the paraprofessional may work.

Training: neither too much nor too little

Second, training should be based on the role and task descriptions of the paraprofessional position. Both under- and over-training are possible. Avoiding these depends largely on advance planning to be sure curriculum and materials cover skills adequately. For example, if training in the area of school and guidance program skills is left up to a spur-of-the-moment inspiration on the trainer's part, significant facts may be left out. Prepared training material, either locally developed or commercially available, and/or trainer checklists are the best insurance against this. On the other hand, acquaintance with the fiscal policies of the school district is probably far removed from the paraprofessional's tasks and so would be likely to be irrelevant to his or her function.

The three components of training

Third, the training components of orientation, pre-service training and in-service training are all important. Orientation provides trainees with the necessary framework within which they can understand and visualize the use of their skills. In cases where the trainee has been far removed from school and guidance settings, as may be the case with persons of middle years returning to work, it is especially important that the general goals and philosophy of the educational system and of the guidance program be made clear. More

specific orientation to school facilities and staff members is also necessary. Pre-service training in any of the three skill areas we have outlined is aimed at developing general competencies in these areas. In-service training usually focuses on specific skills for a particular setting, and on helping paraprofessionals understand just how, when and where they will be applying their skills. For instance, explaining the role of the guidance program in helping students plan their careers would probably fall within orientation; developing human relations skills through packaged materials might be done in pre-service training; and learning to schedule screening interviews with students would probably be done in in-service training.

Adaptability of training

Fourth, training should be structured so that it can be flexibly adapted to the trainee's skills. If a trainee needs half an hour to learn to run a piece of equipment but a rigid schedule gives him only 10 minutes, the training cannot accomplish its ends. Training should also be flexible enough to accommodate a variety of backgrounds, and care should be taken not to neutralize the paraprofessional's unique attributes. If paraprofessionals speak a dialect of black English in a school of predominantly black student population, it may be counter-productive to try to alter their speech patterns to fit the more standard English which prevails in the rest of the guidance program.

Supervision and Evaluation

After paraprofessionals have begun performing their roles, the necessity for supervising and evaluating their performance arises. Supervision and evaluation have two functions: first, to insure that the manner in which tasks are accomplished is meeting the needs of the students and the program, and second, to insure that paraprofessionals are provided with feedback by which they can judge their performance and change it if desirable. Additionally, supervision and evaluation provide necessary data for decisions about salary, promotion, and related matters. One other evaluation consideration relates to assessing program effectiveness. This topic is treated in other modules, but an important question is worth nothing here: Is the quality of the program being enhanced or lessened by the use of paraprofessionals? The answer to this question takes a long time to reach, but the question is answerable in the same kinds of terms which opened this module: What needs should the paraprofessional fill in this setting? The paraprofessionals themselves, the supervisor and the staff may all have valuable contributions to make within the areas of program evaluation and development.

Supervision and evaluation: to help the program

. . .and the paraprofessional

Selection of a supervisor for paraprofessionals depends on availability of staff and their interests and skills. The supervisor may or may not have been the trainer; if paraprofessionals were trained in programs outside the institution where they are employed, the supervisor will definitely not

have been the trainer. Supervisory skills include familiarity with the program and the paraprofessional's functions in it, and the ability to be objective, open and empathic to the paraprofessional.

The supervisor's role

In general, it is best to insure that each paraprofessional has only one supervisor. This system eliminates possible conflicting expectations which may confuse paraprofessionals and inhibit their performance. It also clarifies one firm, stable relationship for the paraprofessional which, if it is fair, supportive, and warm, may be one of the greatest assets to his or her performance. Other staff members should, of course, give input to the supervisor about the paraprofessional's performance, and there will be many times when immediate feedback from staff to paraprofessional is appropriate and desirable; but final responsibility for supervision should rest with the selected supervisor.

Only one supervisor

There are a number of criteria for evaluating paraprofessionals. The simplest is, of course, their demonstration of the skills necessary to accomplish their tasks, but others exist, too. Motivation and interest in position are significant factors. So are the abilities to follow through on projects, and to use resources effectively. Other possible criteria may be contributions to program development and quality of interaction with other staff members.

Evaluation: criteria

Methods of assessing effectiveness on these criteria include direct supervisor assessment, self-assessment, ratings of student clients, and group discussions with other staff or

Evaluation: methods

paraprofessionals. Caution should be exercised against letting group discussions turn into group evaluations, which may be overwhelming to the paraprofessional. Any of these methods will be most effective if paraprofessionals understand that supervision and evaluation are intended to serve a positive function: to emphasize their most effective performances and to help develop any less effective areas, not to punish them.

Evaluation: how often?

The timing of evaluations may differ in different settings, and may change over the course of a paraprofessional's involvement in one setting. Daily or weekly discussions may be especially helpful during the paraprofessional's first months on the job. On a more informal basis, immediate evaluation may be a valuable tool to help the paraprofessional's initial adjustment to the job, and it is helpful if the supervisor is frequently available to discuss the paraprofessional's own immediate concerns. Semi-annual or annual performance reviews will probably be the basis for salary and promotional changes; but these formal procedures should not obscure the need for ongoing evaluation and feedback.

What affects the paraprofessional:

The satisfaction of paraprofessionals with their role is a major factor in how well they perform it, and so evaluation of the influences operating on them is just as appropriate as evaluation of their activities. The atmosphere in which they work is of primary importance. This atmosphere will be highly influenced by the way the paraprofessional concept and the

individual paraprofessional were introduced to the staff and whether efforts were made all along by planners, trainers and supervisors to promote mutual understanding and cooperation. However, attitudes continue to evolve even after the paraprofessionals are settled into their roles, and ongoing evaluation and problem-solving serve a useful function.

Paraprofessionals and clerical staff

One frequent area of difficulty is the relationship between the paraprofessional and the clerical staff. Problems may arise if the paraprofessional's duties include supervising or directing the work of clerical staff, particularly if the paraprofessional is younger and less experienced than the secretaries and clerks. Another kind of problem might arise if paraprofessionals are expected to take directions from clerical staff, unless the paraprofessionals' role and the limits on their clerical tasks are clearly understood by everyone. Pushing clerical tasks off into the "extra hands" of a paraprofessional who has been selected and trained for a different role is one of the most frequent causes of complaint by paraprofessionals cited in the literature. One of the most effective ways of conveying respect for paraprofessionals is to utilize their abilities as their training has led them to expect they will be used, and to be careful not to have paraprofessionals filling in gaps in program needs.

The supervisor supports the paraprofessional

It is important that the supervisor offer ongoing support to paraprofessionals in developing their role and interacting

with staff and students, and to encourage the advancement of qualified, interested paraprofessionals. Often there is room for a great deal of development within the limits of one position, as well as opportunities for promotion to other positions. Scheduled evaluation periods are a good time for the discussion of role development and advancement. These periods are also useful for considering the development of the paraprofessional's role in relation to the counselor/supervisor's, particularly if the paraprofessional position fits the "new professional" model. The counselor/supervisor should try to be aware of his or her own feelings about paraprofessionals and their role, which may be strong and upsetting. Sometimes a counseling session which includes the professional, the paraprofessional, and some other person who is objective and somewhat removed from the situation may be a wise move. Counselors, of all people, know the necessity of revealing their feelings and concerns, and a counseling session is certainly appropriate in a situation as critical to the counselor's happiness as his professional role. The ideal condition is "satisfaction for everyone," and chances for achieving it are greatest when everyone can be frank about feelings and needs.

. . .or does he?

Summary

In this introductory reading we have tried to acquaint you with the background, growth in scope, and major issues in the paraprofessional concept. In planning a paraprofessional program in your own setting you will need to make choices on

Go on from here. . .

many of the issues we've mentioned. Your further reading will show you how planners of various paraprofessional programs have made choices, the techniques they have used to implement them, and the kinds of results that have been realized for clients, the program, and the paraprofessional himself.

SIMULATION

The simulation will be a group discussion of paraprofessional program planning related to a case study of either an elementary or a secondary guidance program. Choose the academic level you prefer and read that case study. Then meet with the other participants who have chosen the same study. If more than eight participants choose one level, break into two (or more) groups of approximately equal size. With your group, discuss the planning questions listed at the end of the case study, and try to reach consensus on each. Choose someone to record the important points you discussed and the decisions your group made. The simulation exercise should take about one and one-half hours.

Case Study I: Longwood High School

Imagine that you are members of the counseling and administrative staff of Longwood High School. You are charged with outlining a plan for paraprofessional use and selecting a candidate to fill the position. Longwood is a school of approximately 1200 students, with an ethnic breakdown of 40% white, 35% Mexican-American, 15% black and 10% native American. The average income level is low-middle to middle. College entrances run about 40%, with less than 20% completing college. The majority of students eventually enter trades or technical occupations.

There is some racial tension at Longwood, but it has never been a major problem. The Mexican-Americans and native Americans seem to have a lower sense of group identity than either whites or blacks, though the blacks tend to be less involved in school activities than any other group.

An informal needs assessment of guidance/counseling-related needs has been conducted among five groups of people. Their major needs are listed below; within each group, each need has been identified as significant by approximately the same number of respondents.

Parents' needs:

1) to have more information about guidance services
2) to have more individualized help for their children
3) to feel that counselors have more understanding of minority problems

Administrators' needs:
1) to have more attention paid to student discipline problems
2) to make efficient use of funds
3) to make guidance functions more responsive to student problems

Teachers' needs:
1) to be more involved with the guidance and counseling staff in the solution of student problems
2) to have counseling groups implemented for help to students with study problems and personal problems
3) to have a place to send disruptive students

Counselors' needs:
1) to provide more individual services to students
2) to establish better liaison with the community
3) to provide more job skill training
4) to receive more clerical help
5) to better orient students to school and to guidance and counseling services

Students' needs:
1) to receive help with personal and academic problems
2) to feel counselors are truly interested and trustworthy
3) to see counselors without long waits
4) to receive help in planning their school programs
5) to receive career information
6) to receive job placement information

The counseling staff consists of five counselors and three clerical staff:

> Mr. Adams, white, middle-aged, rather traditional in his values. He feels a paraprofessional should provide extra clerical help.
>
> Mrs. Martinez, a young Mexican-American woman, intelligent and forceful. She feels a paraprofessional should come from a disadvantaged group and act as liaison between school and community.

Mr. Stennis, a young white man, methodical and practical, who feels that job training is the most pressing need of students and that a paraprofessional should be used to help in a work experience program.

Miss Van Stone, a middle-aged white woman, warm and rather motherly. She feels that a paraprofessional should be used for student orientation and direct contact.

Mrs. Harrison, a young white woman, who agrees with Mr. Adams that a paraprofessional should remain at the clerical level. She is usually behind with her own record keeping.

The clerical staff consists of:

Mrs. Kelly, a forty-ish white woman, senior secretary, competent and rather bossy.

Miss Saunders, a young white woman, a college graduate, quiet and a bit slow but thorough.

Miss Williams, a young black woman, a college graduate, outgoing and efficient.

The current guidance program is non-specialized. Each counselor carries an equal caseload and performs all functions for his or her students. Each counselor assigns duties to the clerical staff equally. There are no specialized programs or centers.

Three people have already expressed interest in the paraprofessional position if it opens up.

Miss Williams of the clerical staff is one. Her skills include ease in getting along with staff and students, organizational abilities, good clerical skills, and familiarity with the school and guidance program.

Mr. Simmons is the second. He is a young black man who recently graduated from Longwood and was well liked by students and staff. His clerical skills are high, and his communication with the black population is excellent. He is familiar with the school and the guidance program but on a rather general level.

Mrs. Cortez is the third. She is a Mexican-American woman in her late thirties. She has been active in school activities for a long time through the PTA. She previously worked for the State Department of Employment as a placement counselor. Her clerical skills are only moderate, and she is rather quiet, but is interested and follows through on projects.

You have been assured by the district administrators that funding is available for one full-time paraprofessional. You may hire one or more paraprofessionals on part-time or hourly bases, as long as you don't exceed the total weekly hours of a full-time person. You may also use volunteers.

The major program changes suggested have been:

1) development and implementation of a work experience program
2) establishment of ongoing counseling groups, including a three-week freshman orientation component at the beginning of each school year
3) a peer counseling program within the high school
4) an ongoing community liaison effort

On the basis of the information above, the group should try to reach consensus on the following points:

1) the most important program change or changes to make of those listed
2) the general model of the paraprofessional position to use
3) the functions the paraprofessional will perform and the types of tasks he will be assigned, including whether the tasks will be of a general nature or specific to a new program component
4) the most appropriate candidate of the three to fill the paraprofessional position

If there is time remaining, also consider:

5) the paraprofessional trainer you will choose and the general types of orientation and training you will use
6) the paraprofessional supervisor and general evaluation criteria

Case Study II: Creekside Elementary School

This group is now a group of counseling and administrative staff of Creekside Elementary School, charged with outlining a plan for paraprofessional use and selecting a candidate to fill the position. Creekside is a school of approximately 400 students, K-6, with an ethnic breakdown of about 40% white, 35% Mexican-American, 15% black and 10% native American. The average income level is low-middle to middle. There is a tendency for different ethnic groups to avoid intermixing.

An informal needs assessment of guidance/counseling-related needs has been conducted among five groups of people. Their major needs are listed below; within each group, each need has been identified by approximately the same number of respondents.

Parents' needs:
1) to have more information about guidance services
2) to have more individualized help for their children
3) to feel that counselors have more understanding of minority problems

Administrators' needs:
1) to have more attention paid to student discipline problems
2) to make efficient use of funds
3) to make guidance functions more relevant to student problems

Teachers' needs:
1) to be more involved with the guidance and counseling staff in the solution of student problems
2) to have counseling groups implemented for help to students with study problems and personal problems
3) to have a place to send disruptive students

Counselors' needs:

1) to provide more individual services to students
2) to establish better liaison with the community
3) to receive more clerical help
4) to better orient students to school and to guidance and counseling services

Students' needs:

1) to receive help with personal and academic problems
2) to feel counselors are truly interested and truthworthy
3) to understand the relevance of their school learning to their lives
4) to understand and plan for transition to junior high school

There is one counselor for Creekside, Mr. Stennis, a young white man with strong interest in the students' overall growth, academic, social, personal and physical. One secretary member does most of his clerical work: Mrs. Gonzalez, a middle-aged Mexican-American woman. Her clerical and organizational skills are only moderate, but her communication with all types of students is excellent and she is thoroughly familiar with the school and guidance program.

You have been assured by the district administrators that funding is available for one full-time paraprofessional. You may hire one or more paraprofessionals on part-time or hourly bases, as long as you don't exceed the total weekly hours of a full-time person. You may utilize volunteers.

Three people have already expressed interest in the paraprofessional position if it opens up. Mrs. Gonzalez is one. A second is Mr. Simmons, a young black man recently graduated from high school who has worked extensively with elementary students in tutoring programs. His clerical and organizational

skills are excellent but he is unfamiliar with the elementary guidance setting. The third is Miss Williams, a young white woman, a recent college graduate. She also has high clerical and organizational skills and has been involved in school-community contact work. She is familiar in a general way with the guidance program.

The major program changes suggested have been:

1) establishment of ongoing counseling groups, including a three-week component of orientation to junior high for sixth-graders
2) an "outreach-to-parents" program, particularly to parents of students having difficulties with schoolwork or peers
3) an ongoing guidance group experience for all children, emphasizing life and career directions and development

On the basis of this information, the group is to reach consensus on the following points:

1) The most important program change or changes to make of those listed
2) the general model of the paraprofessional position to utilize
3) the functions the paraprofessional will fulfill and the types of tasks he will be assigned, including whether they will be of a general nature or specific to a new program component
4) the most appropriate candidate of the three to fill the paraprofessional position

If there is time remaining, also consider:

5) the paraprofessional trainer you will choose and the general types of orientation and training you will use
6) the paraprofessional supervisor and general evaluation criteria

This exercise will end in approximately one and one-half hours.

IN-DEPTH STUDY AND PRACTICE

The purpose of this section of the module is to acquaint you with selected literature on topics related to paraprofessional programs. Before you begin, it is suggested that you become thoroughly familiar with the application/post-assessment and the documents you will produce. Keep these documents in mind during your reading and make whatever notes you think may be helpful to you.

The suggested readings are divided into six topic areas. Most are excerpts of a few pages from relevant publications. To save time, the pages are also cross-referenced by publication so that you may read straight through one publication. You may also find other chapters and articles that interest you in each publication. Feel free to read them as well. Discuss material with your fellow participants.

The additional materials listed are such things as sample training programs, extensive paraprofessional program descriptions, and checklists of activities or competencies necessary to establish paraprofessional programs. These are for your reference and further reading if you are interested. They may be useful in providing detail for the documents by which you meet module objectives; but most do not apply directly to planning activities.

You have approximately three hours to read further about paraprofessionals, and to exchange ideas or ask questions of your fellow participants or the coordinator.

Suggested Readings (see References for full bibliographical citation)

1. Paraprofessional Functions and Tasks

North Texas State University. Preparation of Guidance Associates and Professional Counselors Within the Framework of a Competency-based Program, pp. 6-75.

Zimpfer, et al. Support Personnel in School Guidance Programs, pp. 5-12, 34-40, Appendix A, Appendix B.

2. Paraprofessional Selection

Zimpfer, (Ed.) Paraprofessionals in Counseling, Guidance, and Personnel Services, pp. 191-196.

Delworth, et al. Student Paraprofessionals: A Working Model for Higher Education, pp. 17-21.

Zimpfer, et al. Support Personnel in School Guidance Programs, p. 44.

3. Paraprofessional Training

Personnel and Guidance Journal, December 1974, pp. 299-314.

Personnel and Guidance Journal, February 1975, pp. 429-433.

Impact, Vol. 3 No. 5, pp. 24-27.

Zimpfer, (Ed.) Paraprofessionals in Counseling, Guidance, and Personnel Services, pp. 196-200, 202-207.

Delworth, et al. Student Paraprofessionals: A Working Model for Higher Education, pp. 22-26.

Zimpfer, et al. Support Personnel in School Guidance Programs, pp. 40-41.

4. Paraprofessional Evaluation

Impact, Vol. 3 No. 5, pp. 27-29.

Delworth, et al. Student Paraprofessionals: A Working Model for Higher Education, pp. 30-34.

Zimpfer, et al. Support Personnel in School Guidance Programs, pp. 45-46.

5. Working Paraprofessional Programs

Personnel and Guidance Journal, December 1974, pp. 271-280, 285-294.

Impact, Vol. 3 No. 5, pp. 30-41.

Zimpfer, (Ed.) Paraprofessionals in Counseling, Guidance, and Personnel Services, pp. 86-105, 122-128, 136-152, 167-181.

Zimpfer, et al. Support Personnel in School Guidance Programs, pp. 12-16.

6. Issues Related to Use of Paraprofessionals

Personnel and Guidance Journal, December 1974, pp. 315-332.

Zimpfer, (Ed.) Paraprofessionals in Counseling, Guidance, and Personnel Services, pp. 44-54.

Allen. Peer Counseling and Professional Responsibility, pp. 1-12.

Delworth, et al. Student Paraprofessionals: A Working Model for Higher Education, pp. 27-29.

Zimpfer, et al. Support Personnel in School Guidance Programs, pp. 16-21.

Readings Cross-Indexed by Publication

Allen. Peer Counseling and Professional Responsibility, pp. 1-12.

Delworth et al. Student Paraprofessionals: A Working Model for Higher Education, pp. 17-34.

Impact, Vol. 3 No. 5, pp. 23-41.

North Texas State University. Preparation of Guidance Associates and Professional Counselors Within the Framework of a Competency-Based Program, pp. 6-75.

Personnel and Guidance Journal, December 1974, pp. 271-280, 285-294, 299-332.

Personnel and Guidance Journal, February 1974, pp. 429-433.

Zimpfer, (Ed.) Paraprofessionals in Counseling, Guidance, and Personnel Services, pp. 86-105, 122-128, 136-152, 167-181, 191-200, 202-207.

Zimpfer, et al. Support Personnel in School Guidance Programs, pp. 5-21, 34-41, 44-46, Appendixes A and B.

Additional Materials

1. Training Programs

Program	Contact	Institution
Helping Skills Program	S. Danish & A. Hauer	Pennsylvania State University College of Human Development University Park, Pa. 16802
Basic Attending Skills: An Introduction to Microcounseling and Helping Manuals to Accompany Basic Attending Skills Microcounseling: An Introduction	A. Ivey	Microtraining Associates 72 Blackberry Lane Amherst, Ma. 01002
Paraprofessionals in Occupational Resource Centers	A. Leland	Amherst-Pelham Regional High School Amherst, Ma. 01002
Counselor Aide Programs	T. Golden & D. Wangen	Educational Research and Service Center School of Education University of South Dakota Vermillion, South Dakota

2. Counselor Aide Position Descriptions

   Mesa Public Schools

3. Project Descriptions

Program	Contact	Institution
The Counselor Assistant Project: A One-Year Report	M. Salim	Department of Guidance and Student Personnel College of Education University of Rochester Rochester, New York

4. Proposed Community College Paraprofessional Traning Curriculum

Program	Institution
Counselor Technician	Maricopa County Community College District Phoenix Community College 1202 W. Thomas Phoenix, Az. 85013

APPLICATION/POST ASSESSMENT

In this section of the module you will be producing the written plans which enable you to meet the module objectives. This section is also intended to facilitate your application of the knowledge gained in this module to your own setting, with the idea of aiding you in developing very concrete, practical plans which you can actually apply. In other words, this is not just an exercise; it is intended to be the foundation of your actual planning for a paraprofessional program in your setting.

In answering the following questions, be as specific as you can: name names, cite organizations, list programs and sources you would like to use or to know more about. The coordinator's criteria will include evidence of coherence, specificity and actual applicability of your program in a real setting; so try to use this exercise to do some actual groundwork for establishing a paraprofessional position in your setting.

To aid your planning, the coordinator's criteria for evaluating your documents are included after the Application/Post-Assessment. These criteria list the overall considerations and the kinds of specific elements the coordinator will be looking for. It is suggested that you use them to evaluate your own documents to be sure you covered all points sufficiently.

Extra pages are included with each question, but use additional extra space if you need it. Feel free to discuss your planning ideas with your fellow particpants.

1. a. State in writing the general model of the paraprofessional role you feel is most valuable in your setting, and explain your choice in terms of the needs the paraprofessional's activities are intended to meet. You need not limit your statement to needs now being addressed by currently employed paraprofessionals.

   b. Explain the general nature of the paraprofessional's relationship to the counselor and the benefits you expect will accrue to the program and to the student from using paraprofessionals. Use examples to illustrate each dimension.

   c. Indicate whether you will seek a person of any particular age, socioeconomic status, race, or other specific characteristic, and explain why or why not.

   d. Specify whether the position will be paid or voluntary and the reasons for your choice.
   (pp. 16-19)

2. On the basis of the student and program needs discussed in question #1, list all the general types of tasks paraprofessionals in your setting will be performing and give specific examples. For each type of task indicate the outcome to be achieved by its accomplishment, in terms of the programs or the students, or both where appropriate. These outcomes should be observable. (pp. 19-24)

3. Explain how you would deal with five major concerns in establishing a paraprofessional position in your setting, including the mechanisms you visualize for dealing with change or unforeseen situations. The five concerns are:

a) initial and continuing funding for the position
b) client and staff cooperation with paraprofessionals
c) participation of institutional, community, and client members in program planning and operation
d) the selection and preparation of counselors for the role of paraprofessional trainer and/or supervisor, and
e) provision for paraprofessional career mobility

Cite specific people, organizations and methods you might use to accomplish your plans in each area. (pp. 25-28)

4. List the selection criteria you will use to choose paraprofessionals for your position. These should be expressed as competencies or other characteristics you wish the paraprofessional to possess. Be sure your list addresses all types of tasks given in answer to question #2. Then describe at least two recruitment strategies you might employ and give at least one reason for selecting each strategy. (pp. 28-31)

5. Outline a plan for a training program for your paraprofessional. Discuss how you will determine the paraprofessional's training needs and how you will adapt training procedures to levels of competence already existing in the paraprofessional. Briefly describe the activities you plan for each component of training (orientation, pre-service training, and in-service training). Cite specific staff you would like to serve as trainer(s), training programs, and institutions you might utilize and give a rationale for each choice. (pp. 32-35)

6. Prepare a plan for supervising and evaluating the work of the paraprofessionals in your program. Discuss the criteria you will apply, giving examples of these criteria applied to specific tasks. Describe the methods and frequency of your formal evaluation schedule, and discuss any outcomes and procedures of informal evaluation you expect to rely upon. Finally, outline your approach for insuring maximum satisfaction of paraprofessional, supervisor and staff. (pp. 36-40)

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Benjamin, L. (Ed.). "Support personnel in the helping professions." Impact, 1975, 3(5), 8-52

Delworth, U. (Ed.). "Paras, peers, and pros." Personnel and Guidance Journal, 1974, 53(4), 249-340.

Delworth, U., & Moore, M. "Helper plus trainer: A two-phase program for the counselor." Personnel and Guidance Journal, 1974, 52(6), 428-433.

Delworth, U., Sherwood, G., & Casaburri, N. Student paraprofessionals: A working model for higher education. Washington, D. C.: APGA Press, 1974.

Ganschow, L. H., Helliwell, C. B., Hamilton, J. A., Jones, G. B., & Tiedeman, D. V. Practical career guidance, counseling, and placement for the noncollege-bound student: A review of the literature. (ERIC Document Reproduction Service, Ed 080 919). Palo Alto, Ca.: American Institutes for Research, 1973.

North Texas State University, College of Education, Division of Counselor Education. Preparation of guidance associated and professional counselors within the framework of a competency-based program. Washington, D. C.: APGA Press, 1973.

Zimpfer, D. G. (Ed.). Paraprofessionals in counseling, guidance, and personnel services. Washington, D. C.: APGA Press, 1974.

Zimpfer, D., Fredrickson, R., Salim, M., & Sanford, A. Support personnel in school guidance programs. Washington, D. C.: APGA Press, 1971.

Additional Materials

See section in In-Depth Study for listing of materials related to Paraprofessional Training Programs, Counselor Aide Position Descriptions, Project Descriptions, and Community College Paraprofessional Training Curriculum.

APPENDIX A

COORDINATOR'S GUIDE

DEVELOPING GUIDANCE, COUNSELING

AND PLACEMENT PROGRAMS

PLANNING

PARAPROFESSIONAL PROGRAMS

TABLE OF CONTENTS

		PAGE
1.	Coordinator's Role and Functions.	.73
2.	Outside Materials Needed for Module	.76
3.	Suggested Verbal Presentation . . . . . (related to Initial Activity)	.78
4.	Coordinator's Criteria for Application/ Post Assessment	.80
5.	Suggested Points to Cover in Wrap-up.	.84
6.	Materials for Use in Introductory Activity.	.85

COORDINATOR'S ROLE AND FUNCTIONS

Your role as coordinator is very important. Your responsibilities fall into four categories.

Set the Tone

Set the right mood. Don't make things deadly and boring. Inject humor into the activities and discussions, allow people to have fun. On the other hand, make it clear that there is a very serious purpose behind the workshop. People should be relaxed but alert, interested, and motivated.

Set the Pace

Maintain the right pace. If things bog down, inject some humor, ask some provocative questions, get a lively discussion going. If things are going too fast and people are getting lost, slow down the pace, call for questions, make sure participants are absorbing the material. Keep the flow smooth at junctures in the module. Wind up one activity with a satisfying resolution and ease participants into the next. Take breaks as you sense they are needed. Be flexible in structuring activities, adapt to individuals and situations as needed. Regard times listed in the "Module Outline" as flexible.

Facilitate

Encourage discussion and interaction from the participants. Bring out the shy people, don't let the aggressive ones dominate. Seek out questions and uneasiness, get them into the open, talk them over, especially at the beginning. Watch facial expressions and body language. Be a trouble shooter. Spot problems and

work them out. In short, act as a guide through the module, but try not to get in the way.

Specific Functions of Coordinator

Prior to workshop:

1. Study the module thoroughly ahead of time. Be familiar with all participant materials and this Coordinator's Guide.
2. Make sure all needed materials are present for the workshop (see list on page 76 entitled "Outside Materials Needed for Module").
3. Prepare materials for the initial activity. See directions accompanying the materials at the end of this Guide.

At the workshop:

1. Introduce yourself to participants and them to each other. Briefly explain your background and the role you will play in the module.
2. Establish time limits (lunch, when day ends) and schedule for the day, and do your best to stick to it.
3. Introduce initial activity (see suggestions starting on page 11.
4. Lead discussion following initial activity (see same suggestions).
5. Introduce the basic purposes and structure of the module (see outline in Participant Materials). Put participants' questions on the board, unless you can resolve them immediately.

6. Introduce the purposes of the Pre-Assessment and have participants begin it. When they have completed it and checked their answers, place any questions they have on the board.
7. Run the tape-slide presentation. Lead any discussion following this, placing additional questions on the board.
8. Start participants on the Initial Reading.
9. Lead discussion following the reading. Discuss the questions on the board and any new ones that come up.
10. Start participants on the Simulation and assist where necessary.
11. Start participants on the In-Depth Study. Be sure they are familiar with the Post-Assessment before they begin the in-depth reading, so that they can make appropriate notes while they are reading. Circulate among participants to answer questions and help wherever possible.
12. Start participants on the Application/Post-Assessment. Make sure they are familiar with the Coordinator's Criteria for judging the Application/Post-Assessment products. Be available for questions and discussion.
13. As participants finish, collect the Application/Post-Assessment products. If time permits, evaluate each participant's products. Finish after the workshop if necessary. Keep a written account of your evaluations and discuss each with the appropriate participant.

OUTSIDE MATERIALS NEEDED FOR MODULE

1. Allen. Peer Counseling and Professional Responsibility.
2. Delworth, et al. Student Paraprofessionals: A Working Model for Higher Education.
3. Impact, Vol 3 No. 5.
4. North Texas State University. Preparation of Guidance Associates and Professional Counselors Within the Framework of a Competency-Based Program.
5. Personnel and Guidance Journal, December 1974.
6. Personnel and Guidance Journal, February 1974.
7. Zimpfer, (Ed.) Paraprofessionals in Counseling, Guidance, and Personnel Services.
8. Zimpfer, et al. Support Personnel in School Guidance Programs.

*See References section for complete citation.

Additional Materials

1. Training Programs

Program	Contact	Institution
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Paraprofessionals in Occupational Resource Centers	A. Leland	Amherst-Pelham Regional High School Amherst, Ma. 01002
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2. Counselor Aide Position Descriptions

Mesa Public Schools

VERBAL PRESENTATION FOLLOWING INITIAL ACTIVITY

Introductory Activities

After introductions and discussion of schedule, introduce initial activity in a manner similar to the following:

> "Now I'd like you to divide into groups of three. Select one of the group members to play the role of counselor and two to play the role of paraprofessionals. The person playing the role of counselor will open the envelope given to his group and proceed with the activity."

Pass out the enveiopes. They contain cards listing various tasks that paraprofessionals might perform, and the following directions to the "counselor":

> The task to be accomplished is the following: at the end of 20 minutes, the tasks listed on the cards in this evenlope should be divided into three categories:
>
> 1) tasks appropriate to the counselor
> 2) tasks appropriate to the paraprofessional
> 3) tasks appropriate to either or both
>
> You and your "paraprofessionals" may accomplish this task in any way you wish. Please do not ask questions of the coordinator until the 20 minutes have ended.

Call time at the end of 20 minutes. Then proceed with a discussion like the following:

> "There are no right or wrong answers in this task. In one program or another, paraprofessionals have performed all the tasks listed. At the moment I'm interested in how the 'counselor' and his 'paraprofessionals' interacted and the way they went about trying to accomplish the task.
>
> "What sort of general approach did you use to accomplish sorting the cards? In other words, did the 'counselor' make final decisions, or was consensus sought on each card? Did the 'counselor' assign the card-sorting task to the 'paraprofessionals' and supervise their work, or

was the deck divided into thirds with each member of the group sharing an equal portion of the work? (Lead discussion.)

"How did the 'counselors' feel about their roles? (Lead discussion.)

"How did the 'paraprofessionals' feel about their roles? (Lead discussion.)

When participants are finished contributing, resume presentation as follows:

"This task was assigned for three main reasons. First, we wanted you to have a chance to role-play the counselor/paraprofessional relationship and experience some aspects of it. Second, we wanted you to sense the confusion and frustration that can arise when a paraprofessional position is established without sufficient planning of the paraprofessional's role, tasks, and relationship to the counseling staff. Third, we wanted to acquaint you with some of the specific tasks you might consider in planning for a paraprofessional position. All the tasks listed on the cards have been performed at some time by a paraprofessional in some setting. The tasks are taken (with modifications) from the "Enumeration of Tasks for Counseling & Guidance Support Personnel by Three Levels of Responsibility using the ASCA (American School Counselor Association) Role Statement" in Zimpfer et al., 1971, cited in the references.

"There are many points of view on the use of paraprofessionals in counseling and guidance. In the course of this module, we hope to acquaint you with the major issues concerning their use and to assist you in developing plans for a paraprofessional position in your own setting.

"Are there any questions or considerations for immediate discussion?" (List on board.)

Using the module outline, explain the general setup of the module, what the activities will be like in each segment, and any schedule considerations you have not already covered. You might mention at this time that the In-Depth Study and the Application/Post-Assessment will probably be quite flexible in length and suggest what participants may do if they finish early.

COORDINATOR'S CRITERIA FOR APPLICATION / POST ASSESSMENT

GENERAL CRITERIA

1. Look for coherence and comprehensiveness in the participant's approach to issues. Ideas should be logically developed; no idea should be "thrown in" without justification and reasonable relation to the rest of the plan. There should be indication that the participant has tried to view all ramifications of utilizing paraprofessionals and has planned comprehensively to deal with all concerns.

2. Look for evidence that the participant's plan is practical, detailed, and could actually be used. The names of specific people, organizations, and programs which can be employed should be included in the discussion of issues. The actual approaches and methods of problem solving on which participant focuses should be discussed.

3. Look for reasonable, flexible planning that allows for unforeseen problems and includes mechanisms for collecting and using continual feedback.

4. Look for responses that address all points mentioned in the question. However, the points need not be addressed exactly as presented in the question if that would produce repetitious or awkward replies.

5. Be sure you read <u>both</u> the question itself and the coordinator's criteria for each question to be sure the answer adequately covers all points.

SPECIFIC CRITERIA

1. a. The statement should specify the model by name (aide model, specialist model, "new professional" model), and discuss it fully enough to show comprehension of its components and how they interrelate. The statement should contain a logical rationale for the choice of the model. This rationale should be based on specific connections between client and program needs and the proposed paraprofessional role.

   b. The statement should discuss the type and amount of counselor direction the paraprofessional will receive, and how the paraprofessional's role benefits the program and the students it serves. Benefits should be discussed in terms of freeing counselor time, in terms of carrying out program activities fully or accomplishing new ones, or in terms of changing the quality of direct contact with individuals seeking help from the guidance program.

   c. The statement should describe the special characteristics (such as age, socioeconomic status, race, or others) of the person sought for the position and explain their significance, or else indicate why such characteristics are irrelevant in this position.

   d. The statement should discuss remuneration in the position and present at least one reason for this choice.

2. The types of tasks listed should address in some way all needs discussed in the participant's answer to question #1. Each type should be illustrated by at least one example (e.g., "clerical tasks, such as typing; communicating with teaching staff, such as writing and delivering weekly guidance program activity notices"). The outcomes expected from performance of each type of task should be explained as observable outcomes for the program, outcomes for the student, or both. Student outcomes may be omitted when their relationship to program outcomes is too obvious or too generalized to need discussion.

3. The discussion of each concern should include reference to specific people, organizations and methods to be used in resolving each, or else an explanation of why a particular concern is not applicable to the participant's situation. Each discussion should include some provision for ongoing handling of that concern and ways to deal with possible future changes.

4. The list of criteria should be phrased in terms of competencies (skills) and/or other characteristics the paraprofessional should possess. The list should include competencies for all types of tasks listed in answer to question #2. At least two

recruitment strategies should be described with at least one reason given for each choice.

5. The participant should base his discussion of the paraprofessional's training needs on competencies required of the paraprofessional and indicate how training will build on competency levels determined through the selection process. The plan should indicate how the training program can be accommodated to different competency levels. Activities for each of the three components (orientation, pre-service training, and in-service training) should be described, including probable length of training time. Trainer(s), training programs, and institutions should be cited specifically and reasons given for each choice, or else an explanation should be given of why a particular consideration is not applicable to the participant's situation.

6. The supervision/evaluation plan should discuss the criteria by which the paraprofessional will be evaluated and illustrate these criteria applied to specific tasks. The methods of evaluation should be explained. This explanation should include the recommended frequency of formal evaluation and the outcomes and procedures to be used. The plan should address the concern of satisfaction of all staff members, including a discussion of areas of possible conflict the participant foresees (if any), approaches which might be used to resolve conflict, and ways of ascertaining and meeting the needs of professionals, paraprofessionals and other staff (e.g., staff meetings, counseling, reassignment of tasks, etc.).

WRAP-UP

Your basic tasks in the wrap-up are to:

1) summarize what has gone on and been accomplished
2) resolve any unanswered questions
3) point out sources for additional study; go through the Reference section briefly, add any sources you know of
4) mention any technical assistance available--experts related to module topics to whom participants might be able to turn for help.

In addition, since evaluation of their documents may take you quite some time, you will probably need to arrange to communicate the results of your evaluation to some participants at a later time.

Try to create a sense of resolution as the workshop ends, a sense of closing and accomplishment--try to send participants off with good feelings about their experience.

MATERIALS FOR USE IN INTRODUCTORY ACTIVITY

The following pages contain resources for one set of materials for the Introductory Activity. You will need a set of materials for each group of three participants. The materials for each group should be placed in an envelope which contains the "Counselor's" Directions and a deck of 3x5 cards. One "Card Statement" should be placed on each card.

"COUNSELOR'S" DIRECTIONS

The task to be accomplished is the following: at the end of 20 minutes, the tasks listed on the cards in this envelope should be divided into 3 categories:

1) tasks appropriate to the counselor
2) tasks appropriate to the paraprofessional
3) tasks appropriate to either or both

You and your "paraprofessionals" may accomplish this task in any way you wish. Please do not ask questions of the coordinator until the 20 minutes have ended.

CARD STATEMENTS

Check supplies of standard form against the quantity required; order or call to the attention of the secretary.

Prepare letter of inquiry about materials and supplies.

Fill out routine orders for supplies.

File materials of various kinds.

Prepare notices to teachers concerning dates of group testing and other guidance activities which may interrupt classes.

Type notes on conferences attended by the counselor or by support personnel.

Be familiar with peripheral equipment used in electronic data processing (e.g., key punch, sorter).

Daily check the master calendar to identify the items to be included in the next day's notices. Prepare the notices and send them to main offices.

Supervise and coordinate the activities of clerical or other skilled personnel.

Meet on a regular basis with clerical and other support personnel staff to inform them of new policy and procedures, and solicit from them suggestions and problems they are encountering in their work.

Discuss suggestions and problems brought up at regular staff meetings. Help in establishing new policy or procedures where necessary.

Assign tasks to clerical or other skilled personnel according to their abilities.

Check typewritten work for errors.

Type completed case summaries.

Check student free periods to schedule regular appointments.

Type reports of case conferences.

Schedule appointments, working around both student and counselor's free time. If it is necessary to see a student during class time, check with the teacher as to the most convenient time.

Obtain for the guidance office information from the student's cumulative folder.

List achievement test results for pupils; post on cumulative and/or guidance office records.

Distribute test data returned from scoring service.

Complete standardized reports of contacts with counselees.

Act as a recorder in a variety of small group discussion or counseling situations.

Informally provide information and support to former counselees.

Give information prepared in advance to the counselee.

Provide to counselees and their parents factual explanations of testing terms.

Prepare objective notations about the students after meetings with them.

Tell students how and where to request needed resources.

Identify students taking part in small group discussions who are in need of counseling. Encourage such students to see counselor and make appointments if necessary.

Observe verbal and nonverbal interaction in groups, following predetermined cues and procedures for making observations.

Participate in informal superficial social conversation in a small group of counselees to help put them at ease and to establish the beginning of helping relationships that may be provided by forthcoming counseling.

Act as discussion leader in small group setting.

Prepare results of small group discussion in written form.

Aid in improvement of personal appearance of students by using discussion techniques and/or audiovisual aids.

Engage the counselee in informal discussion as a means of putting him at ease and establishing an openness to counseling, especially for potential counselees who are hostile toward or apprehensive of counseling.

Be available to talk with students and be able to direct them to immediate resources in emergency situations.

Make home visits to parents of problem students in order to identify environment factors which might be contributing to problems.

Make careful factual notes of home visits to parents of problem students.

Keep records of follow-up support to a former counselee.

In extracurricular activities and informal student contacts, strive to develop among potential counselees positive attitudes toward the functions and facilities of the guidance office.

Maintain a file of test booklets.

Check dates of large-group testing against school calendar to avoid scheduling conflicts.

Count and distribute test forms to teachers.

Monitor test rooms.

Administer routine standardized tests and other appraisal instruments.

Test new students (transfers) on whom no test data are available.

Collect test answer sheets and pack them for mailing.

Collect reusable test booklets, count them, and store them.

Check all scores of tests to identify a particular population.

Complete standardized reports of contacts with potential counselees.

Contact various sources for needed records and related information relevant to counseling, e.g., previous schools for transfer students.

Score routine standardized tests and other appraisal instruments.

Profile routine standardized tests and appraisal instruments.

Identify students (from records) whose school achievement and test records show discrepancies.

Secure information from an interviewee by means of a semi-structured or structured interview schedule.

Search for new sources of information about counselees and their environment.

Prepare notices of meetings and prepare name cards.

Check with students reapplying to take college boards and other such tests.

Tabulate student responses as to the occupations they would like to have more information about.

Remove from file of occupational literature all publications more than five years old.

Maintain a chart of post-high school plans for seniors: college acceptances, armed forces enlistments, jobs accepted.

Operate office and classroom equipment: typewriter, mimeograph, ditto, overhead projector, film strip, and movie projector.

Make surveys of student summer activities.

Secure follow-up information of a routine nature according to a general follow-up plan.

Maintain a list or card file of companies which have hired former students, cross-indexed by occupation.

Obtain and maintain routine information on the scope and character of the world of work.

Prepare standardized reports and contacts with placement agencies and their personnel.

Search for new placement resources that may be useful to counselees.

Be able to use Dictionary of Occupational Titles (D.O.T.).

Maintain a library of vocational literature for counselees.

Write letters of inquiry for audiovisual catalogs and materials.

Be responsible for film, filmstrip, and recording libraries. Care for location.

Establish schedule for providing necessary information to students about tests, e.g., college boards and national merit.

a. when and where to apply
b. sources of additional information
c. when and where tests will be administered
d. when and where to get test results

Plot college expectancy tables.

Interview college representatives and note information.

Assist students to obtain information on financial aid.

Explain during freshman orientation the role and functions of support personnel as part of the guidance program.

Obtain and maintain routine information on the scope and character of the world of work with current reference to employment trends.

Make surveys of placement conditions and trends.

Through appropriate channels, establish and maintain working relationships with organized placement agencies in the community.

To check the authenticity of a specific piece of occupational information, contact persons currently employed in that occupation (possible sources: parents and friends).

Telephone job sites and industries for the possibility of field trips. Discuss their preferred time for visitors, number of students who may attend, and procedures for making arrangements.

Develop specific placement opportunities for individual cases not handled through cooperation with other placement agencies.

Assist the students in preparing for jobs by using role-playing techniques for job inquiries and interviews.

Assist the students in preparing job readiness in discussions covering these points:

a. application blanks
b. interviews
c. placing and answering ads
d. social security card.

Fill out request forms for medical records.

Prepare standardized reports of contacts with referral agencies and persons in their employ.

Search for new agencies which counselors may use for referral.

Prepare student information for specific referral agencies.

Aid individuals in making proper contact with referral agencies by collecting data for completion of forms.

Describe staff and material available to a group as an information resource person, or tell the group how and where to acquire needed resources.

Identify students who are in academic trouble and might benefit from summer school.

Send notices to students concerning summer school.

Maintain a list or card file of companies which have hired former students, cross-indexed by occupation.

Conduct field placement evaluations.

Identify placements for students interested in work-study positions.

Identify through field visits problems in work-study placements.

Distribute a newsletter to parents.

Schedule for parents appointments with college, technical school, or business representatives.

Provide to counselees and their parents factual explanations of testing terms.

Tell parents how and where to request needed resources.

Describe to parents college expectancy tables.

Be available to talk with parents and be able to direct them to immediate resources in emergency situations.

Inform parents of types of tests used in testing program from material prepared by school counselor.

Inform parents of occupational opportunities for their child.

Use a library or check-out system to locate materials and supplies loaned to teachers.

Maintain a library of professional literature for teachers and students.

Describe test results to teachers and other staff.

Establish and maintain contact with staff members for referral purposes.

Be available to talk with teachers and be able to direct them to immediate resources in emergency situations.

Distribute to teachers or other staff members reference materials.

Inquire of teachers' need for published material or films relating to mental health, learning, social pathology, and career development.

Prepare a bibliography for teachers of locally available materials for guidance-related topics.

Prepare for staff distribution copies of recent articles on topics of concern or controversy.

Order for teachers materials, films, tapes, books related to guidance functions.

Telephone school personnel and others to make appointments.

Perform routine collecting and analytical statistical operations as a research assistant.

Become involved in the definition and continued development of the role of support personnel in the local guidance program.

Become involved in the evaluation of contributions of support personnel to the objectives of the local guidance program.

Make statistical analyses of test scores.

Establish expectancy tables for student achievement in school and projected success at various colleges commonly attended by students at this particular school.

In social contacts away from the guidance office, explain the functions of the guidance office to potential counselees and their parents.

Prepare regular newsletters to be distributed to students, teachers, and other interested persons, regarding such items as announcements concerning tests, occupational information, interviews, and other pertinent material.

Prepare articles to be sent to the local newspapers.

Explain in practical lay terms the purpose and procedures involved in the services offered to the counselee.

Make arrangements with designated individuals to conduct seminars on particular occupational opportunities.

Identify in the community persons who might serve as career models for certain students.

Contact in the community persons who would come to the school, or aid financially guidance in-service training, or serve as resource person.

Contact former graduates to have them return to speak with present students about employment, technical school, or college.

Act as guide, showing the facilities of the guidance office to visitors.

Interpret the community in which the school is located, its language, and its customs.

Check packing slip against order on incoming supplies.

Direct students to appropriate student personnel or reference material when student makes contact with guidance department seeking help.

Plan and design regular bulletin board displays.

APPENDIX B

TAPE-SLIDE SCRIPT

PLANNING PARAPROFESSIONAL PROGRAMS

SLIDE	AUDIO
1. Nurse talking to assistant.	1. Narrator: Paraprofessionals form a growing segment of people in the "helping" professions.
2. Paraprofessional helping youngster shoot a basket.	2. Paraprofessionals are employed in fields as diverse as health, recreation, education, and mental health services.
3. Two students walking, talking.	3. Some are paid, some are volunteers.
4. Cartoon: four identical figures with four titles (those in narrator's speech) underneath.	4. Paraprofessionals are called by different names: support personnel, technicians, aides, assistants.
5. Cartoon: four figures: older white male, black male, black female, Mexican-American male, Japanese female in college gown with diploma.	5. Personally, paraprofessionals span the entire range of personal characteristics such as age, race, socioeconomic background, and education.
6. Four-section photo: paraprofessional typing; talking to student; looking at papers; talking to counselor.	6. Paraprofessionals serve in all kinds of roles, including clerical and administrative duties, information gathering and dissemination, and personal contact with program clients
7. Cartoon: figure with quizzical face and words, "What IS a paraprofessional?"	7. What unifies all this variety of people and functions?

8. Black adult paraprofessional introducing white counselor and black businessman.	8. Basically paraprofessionals are people who possess specific skills or characteristics which fit particular needs of a program or clientele.
9. Student paraprofessional observing counselor lead discussion group.	9. Their formal educational preparation is usually not as great as the professionals.
10. Paraprofessional looking over data printouts.	10. Often their skills are more limited than the professionals.
11. Paraprofessional designing a publication layout.	11. . . .but within that limited area their skill levels may be very high. . .
12. Shot of Mexican-American paraprofessional and student outside office. Lettering on door is at least partially in Spanish.	12. . . .and exactly what the program needs.
13. Woman typing.	13. Some paraprofessionals possess specific performance skills, such as clerical skills.
14. Boy drawing cartoons.	14. . . .skills at displaying, presenting, or publicizing information.
15. Man going through college catalogs.	15. . . .organization skills,
16. Woman using computer.	16. . . .or specialized technical knowledge and skills.
17. Professional woman addressing group of adult female clients.	17. Others may be able to communicate effectively with particular target groups partly because they themselves are members of the target group.
18. Black speaker addressing black students.	18. Paraprofessionals who are members of minority groups may be especially effective in dealing with other minority client's problems. . .

19. Mexican-American student talking to counselor.

19. . . .and also in helping a program perceive and adjust to minority needs.

20. Two students outdoors, talking.

20. Similarly, paraprofessionals whose ages match the clients' may have special insight into and empathy with the clients' situations.

21. Cartoon: figure of counselor (slightly bigger than paraprofessional) and paraprofessional, with caption, "Professional + paraprofessional = improved services to students."

21. Within the guidance field various roles have developed for paraprofessionals.

22. Two students, one helping another with a science course (textbood title visible).

22. Peer counselors are students who help other students in areas such as study problems or social interaction problems.

23. Adult black woman talking to student in some kind of resource center.

23. Resource center managers may be responsible for operating parts of the guidance program, such as career materials libraries or college information centers. They may or may not be students.

24. Student paraprofessional looking at papers over counselor's shoulder.

24. Assistants to counselors do a variety of counselor-directed administrative and clerical tasks.

25. Adult man on telephone.

25. Paraprofessionals have manned crisis-center hotlines,

26. Girl student with elementary-age child.

26. . . .acted as "big brothers and sisters" to elementary school children,

27. White student talking to black parent in front of home.

27. . . .and acted as "outreach" agents to bring the community and school guidance services into closer communication.

28.	Cartoon: Uncle-Sam-type character pointing finger; caption, "What do YOU need?"	28. The kind of paraprofessional most appropriate for your setting depends on the needs of those your program serves and the skills and characteristics a paraprofessional needs to fill those needs.
29.	Counselor looking at "Orientation" module.	29. Establishing a paraprofessional program calls upon all the program development skills we have focused on throughout these modules. . .
30.	Group meeting.	30. . . .in order to accomplish planning tasks, structuring tasks, implementing tasks, and decision-making or evaluation tasks.
31.	Student being directed by staff member to paraprofessional.	31. A carefully planned paraprofessional program can result in better services for your students. . .
32.	Counselor with above staff member and above paraprofessional, smiling, talking.	32. . . .and greater job satisfaction for the whole guidance staff.
33.	Counselor sitting, head-on shot, holding up and reading one resource for this module, perhaps P&G Journal, "Paras, Peers, and Pros," December 1974.	33. So, proceed with the module materials to become better acquainted with paraprofessionals.

APPENDIX C

STAFF TRAINING MODULE DESCRIPTIONS

1. Orientation

Gives an in-depth approach to understanding what the comprehensive approach to guidance, counseling, and placement is, what its advantages are, how competency-based training is related to using this approach, and how to determine what training is relevant. Requires 15 - 20 hours to complete.

2. Assessing Desired Outcomes

Presents various methods of planning and conducting a needs assessment as well as ways of summarizing, analyzing, and reporting the data. Requires 15 - 20 hours to complete.

3. Computer Assisted Reporting

Provides a general knowledge of the process necessary to develop an effective Computer Information System and enables the participant to select the best approach for gathering and analyzing data from all available options, for a district's particular needs. Requires 10 - 12 hours to complete.

4. Current Guidance Program Assessment

Provides an understanding of why a current guidance program assessment is needed, how the assessment can be conducted, and what use can be made of the data after it is obtained. Requires 10 - 12 hours to complete.

5. Determining Program Goals and Objectives

Makes use of the current status assessment and desired outcomes assessment reports to produce a complete set of program goals and student performance objectives for a new program. Requires 10 - 12 hours to complete.

6. Alternative Strategies

Examines strategies which would be appropriate to the goals and objectives of the program being structured, specifies criteria for assessment of alternative strategies presented, and provides evaluation procedures for the selected strategies. Requires 12 - 15 hours to complete

7. Groups and Group Leadership Skills

Presents an overview of ways school counselors or other educators could use group leadership skills with task groups, guidance groups, and counseling groups to implement a comprehensive career guidance system. The module also facilitates the development of three basic communication skills that are useful in facilitating interpersonal interaction in all group settings. Requires 12 - 15 hours to complete.

8. Planning Paraprofessional Programs

Provides the structure for the participant to plan, implement, and evaluate a paraprofessional school guidance program in his/her own setting. Also presents the history, development, and major issues involved in the utilization of paraprofessionals. Requires 12 - 15 hours to complete.